

Texas Education Agency
Standard Application System (SAS)

2016–2017 Texas 21st Century Community Learning Centers, Cycle 9, Year 1		
Program authority:	Elementary and Secondary Education Act Title IV, Part B as amended by the No Child Left Behind Act	FOR TEA USE ONLY Write NOGA ID here: <div style="border: 1px solid black; padding: 5px; transform: rotate(90deg); transform-origin: center;"> Received Texas Education Agency 2016 MAR 28 PM 2:07 Document Control Center Grants Administration </div>
Grant Period	August 1, 2016, to July 31, 2017	
Application deadline:	5:00 p.m. Central Time, March 29, 2016	
Submittal information:	Three complete copies of the application, at least one with an original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494 </div>	
Contact information:	21stCentury@tea.texas.gov	

Schedule #1—General Information

Part 1: Applicant Information				
Organization name	County-District #			Amendment #
Calhoun County ISD	029901			
Vendor ID #	ESC Region #			DUNS #
1746001925	03			074607243
Mailing address		City	State	ZIP Code
525 N. Commerce St.		Port Lavaca	TX	77979
Primary Contact				
First name	M.I.	Last name	Title	
Diana	K	Freeman	Director of CTE	
Telephone #	Email address		FAX #	
361-552-9728	freemand@calcoisd.org		361-551-2648	
Secondary Contact				
First name	M.I.	Last name	Title	
James	B	Cowley	Superintendent	
Telephone #	Email address		FAX #	
361-552-9728	cowleyj@calcoisd.org		361-551-2648	
Part 2: Certification and Incorporation				

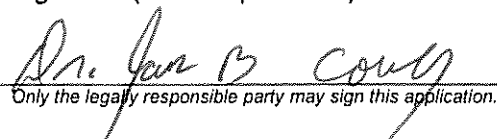
I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
James	B	Cowley	Superintendent
Telephone #	Email address		FAX #
361-552-9728	cowleyj@calcoisd.org		361-551-2648

Signature (blue ink preferred)

Date signed


 Only the legally responsible party may sign this application.

March 24, 2016

701-16-102-034

Schedule #1—General Information (cont.)

County-district number or vendor ID: 029901

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grant*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit.

Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year

Start date (MM/DD):

End date (MM/DD):

Section 2: Applicant Organizations and the Texas Statewide Single AuditYes: ☐No: ☐**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 029901

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
1.	Nonprofit organizations, excluding ISDs and open-enrollment charter schools	Proof of nonprofit status (see <u>General and Fiscal Guidelines</u> , Required Fiscal-Related Attachments, for details)
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Written Agreements	Written agreements or memoranda of understanding are required for partnerships involving school districts, community-based organizations, or other organizations that work on behalf of the contractor to manage the daily operations of the program. Written agreements are also required for partners that are significantly involved in the development and/or implementation of the program. They are not required for providers of single services, such as a physical activity provider or instructional coach. For example, a district may act as the fiscal agent but manage a contract for a provider to operate the program or host programs at school or non-school locations.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 029901

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that funds awarded under this program will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local, or non-federal funds.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that the program will take place in a safe and accessible facility.
4.	The applicant provides assurance that the proposed program was developed, and will be carried out in active collaboration with the schools that students attend.
5.	The applicant provides assurance that the program will target students who attend schools eligible for schoolwide programs and the families of such students.
6.	The applicant provides assurance that the community has been given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application.
7.	The applicant provides assurance that it has selected feeders and centers in a manner designed to serve students that are most in need of the additional services based on a comprehensive systematic assessment of the needs of students and families and the resources of campuses and the community. The applicant also provides assurance that it will annually conduct a needs assessment and an updated program implementation plan based on the results of the annual needs assessment.
8.	The applicant provides assurance that it will comply with all reporting schedules and deadlines including data entry schedules, as required for state and federal reporting.

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Schedule #3—Certification of Shared Services

County-district number or vendor ID: 029901

Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	029901 Calhoun County ISD	Dr. James B. Cowley <i>Dr. James B. Cowley</i>	361-552-9728 cowleyj@calcoisd.org	\$776,942
Member Districts				
2.	235901 Bloomington ISD	Delores Warnell <i>Delores Warnell</i>	361-897-1652 Delores.warnell@bisd-tx.org	\$195,708
3.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
4.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
5.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
6.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
7.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
8.	County-District # County-District Name	Name	Telephone number Email address	Funding amount

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Schedule #3—Certification of Shared Services (cont.)				
County-district number or vendor ID: 029901			Amendment # (for amendments only):	
#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				

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Schedule #4—Request for Amendment

County-district number or vendor ID:

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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By TEA staff person:

Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID:

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 029901

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Be sure to address fundamental issues such as an overview of your community, the need for the program, and a general description of the program to be implemented. Be sure to align your description with the purpose and goals of this Request for Application. Address new and expanded services that will be made available by the program. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

OVERVIEW: The students in our districts need additional services in order to be academically successful. We are two adjacent districts located along the Texas coast in the region known as the Golden Crescent working with our local community-based organization, the YMCA. Calhoun County ISD currently hosts a small, tuition-based YMCA after school program on two campuses. Bloomington ISD does not have an afterschool program. The current YMCA plan includes homework help and theme-based social growth activities. In order to meet the needs of our students, we propose to expand our limited after school program to include six centers which will each operate 32 weeks during the school year for at least 12 hours per week and six weeks in the summer for 24 hours per week. We are seeking resources to be able to undertake this program expansion to provide opportunities for academic enrichment (tutoring and enrichment activities), youth development (enrichment activities), and family literacy (family engagement programs).

DEMOGRAPHICS: Several small communities can be found within the predominantly rural areas of Calhoun County ISD and Bloomington ISD. As the name states, Calhoun County ISD is the school district for the entire county including the towns of Port Lavaca, Point Comfort, Port O'Connor, and Seadrift and the unincorporated communities of Indianola, Alamo Beach, Magnolia Beach, Six Mile, and Olivia as well as the remaining students who live throughout the county. Bloomington ISD educates the students who live in the unincorporated areas of southern Victoria County including the communities of Bloomington, Placedo, and Dacosta. Several international companies are located within the immediate region including Formosa, Dow, Ineos, Braskem, Interplast, DuPont, and Caterpillar. Employment opportunities do exist in the area, but they do not translate into a wealthy population. The area is not densely inhabited and does not support a plethora of service providers. The school districts are able to pay above state base pay, but not enough to be competitive with more populated areas. The average salary of a 20 plus year veteran teacher is less than starting teacher pay in a major metropolitan or suburban area.

Together, Calhoun County ISD and Bloomington ISD serve a population of 3455 elementary and middle school students, the group we propose to serve with grant funds. The majority, 62.34%, of our students are hispanic followed by 22.95% white. We serve lesser percentages of Asian students, 4.80%, and African American students, 2.84%. A large group of our constituents, 68.25% are economically disadvantaged with campus percentages ranging from a low of 53.87% to a high of 87.9%. When determining probability of high school graduation, 58.23% are considered at risk of not completing public school in the traditional 13 years of kindergarten through 12th grade. That means in a class of 22 first grade students, 13 of the children have a circumstance in their lives that makes completing public school difficult and unlikely without even considering the possibility of post-secondary education. The limited English proficient students comprise 14.79% of the total. Many of our students are born and raised in this area and never travel outside a 30 mile radius. The economic structure of the families does not support extended family vacations or cultural activities.

NEEDS ASSESSMENT: The needs of our students are great. They need access to nutritious meals and instruction in social skills. They need a safe, secure space to learn and grow. Their families need help in developing literacy skills, but most of all, our students need interventions to increase academic achievement. Education works as an equalizer; students who enter the world in a disadvantaged home can become very successful with a good education that supports high academic achievement leading to post-secondary schooling and a career. Economically disadvantaged students and at risk students simply have a greater difficulty accessing that type of educational schedule. (Freeman, 2002, *A Descriptive Study of Alternative Programs*) We are requesting funds to be able to provide that type of resources to our students.

The first discussion of student needs and the possibility of applying for a 21st CCLC grant to help meet those needs occurred at the very beginning of the 2015-16 school year when a group of superintendents from the region met to plan. At that time, the district leaders agreed that an expanded, and in some instances, new after school program would provide a positive impact on the students and be an impactful vehicle for bringing services to families. A specific needs assessment was undertaken for this grant proposal that included examining written documents such as Campus Improvement Plans, District Improvement Plans, Texas Academic Performance Reports, PEIMS reports, and current district demographic and achievement reports. Additionally, face-to-face meetings were held with district administrators and the YMCA. During the meetings, the grant writer facilitated focused discussions designed to provide and gather

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By TEA staff person:

Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 029901

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

information. The YMCA provided information that included input from parents and the community. The results of our assessment was that students needed additional time to master grade level objectives and to grow academically. Tutorials that provide targeted, small group instruction have been identified as an effective use of outside of school time and produce increased student achievement. (USDE, 2009, *Using Student Achievement Data to Support Instructional Decision Making*) Other student needs that were identified include time for reinforcement of academic objectives through application or enrichment offerings, instruction in social skills, and opportunities to build the literacy skills of the parents/guardians and to build their repertoire of actions that support the academic growth and achievement of their students. The needs assessment also identified assets within our community. Both districts have facilities that are available after school and in the summer, and the districts also have transportation departments that are equipped to take students home in the evening and to provide transportation to and from a summer program. Additionally, the YMCA is an established community partner with a relationship with our students, parents, and community members. When the assets and the needs were examined together, the decision was easily made to apply for the 21st CCLC grant. These funds will provide a way to serve our students that we are unable to do without additional help.

MANAGEMENT AND BUDGET: All grant required staff will be hired. The group who participated in the needs assessment will become the beginning of the management/advisory council for the TACE. We will begin with a District Oversight Committee (DOC) led by the Project Director and consisting of the Family Engagement Specialist (FES), the Site Directors, site principals, teacher representative(s) from each district, program evaluator, superintendents or designee, and at least one representative from each of the community stakeholder groups including parents, business owners, community based organization representatives, city and/or county representatives, and a mental health services representative. The DOC will meet at least once each nine weeks and will evaluate grant activities and plan for continued activities. Each site will have a Site Oversight Committee (SOC) comprised of the Site Director, principal, counselor, teacher(s), and TACE staff representative(s). The Project Director and FES will be a part of each SOC. The SOC will meet weekly and be the vehicle that formally interacts with the campus to coordinate services to students and to gather and analyze data concerning the impact of each grant activity. The SOC will provide information to the DOC so that appropriate decisions can be made. Daily activities will be managed at the project level by the Project Director and at the site level by the Site Director. These individuals will be responsible for student and staff management, program coordination, and project integrity. They will also be accountable for the accurate expenditure of the budget. All expenses are linked directly to grant projects developed in accordance with all statutory and regulatory guidance. The budget is designed to maximize impact to students and families. The Site Director will be responsible for the collection and reporting of all required site-level TACE data. The Project Director will be responsible for collecting and reporting program level data.

EVALUATION: Each activity will be evaluated based upon impact and cost. The SOC will be responsible for creating a two-axis matrix for all programs showing the cost of the offering in relation to the impact or effectiveness of the program. This information will be provided to the DOC and allow the DOC to make decisions regarding which activities to continue and which to discontinue or modify. The data and analysis from the SOC will be used to make both formative and summative decisions. The goal of this type of analysis is to maximize the use of resources for the greatest benefit to the students. Less form evaluations will take place weekly in the SOC meetings as daytime staff and TACE staff share information and monitor student progress. This information will guide the daily and weekly design of the program and will allow the TACE staff to be immediately responsive to student needs.

GRANT REQUIREMENTS: The designed grant program meets all published requirements. Each site will provide at least 12 hours of service weekly for 38 weeks including six weeks in the summer. A description of the grant program will be communicated to all stakeholders and the most needy students will be recruited for services. Local, state, and federal programs will be coordinated to produce the maximum positive effect for our students. Each activity will be designed to meet an identified need and will be evaluated for cost and impact. Data will be analyzed and used to manage grant services to insure the goals of academic enrichment, youth development, and family literacy are met.

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #6—Program Budget Summary					
County-district number or vendor ID: 029901			Amendment # (for amendments only):		
Program authority: Elementary and Secondary Education Act Title IV, Part B as amended by NCLB					
Grant period: August 1, 2016, to July 31, 2017			Fund code/shared services arrangement code: 265/352		
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$697,311	\$	\$697,311
Schedule #8	Professional and Contracted Services (6200)	6200	\$156,400	\$	\$156,400
Schedule #9	Supplies and Materials (6300)	6300	\$108,339	\$	\$108,339
Schedule #10	Other Operating Costs (6400)	6400	\$10,600	\$	\$10,600
Schedule #11	Capital Outlay (6600)	6600	\$0	\$	\$0
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input type="checkbox"/> No	
Total direct costs:			\$972,650	\$	\$972,650
Percentage% <u>indirect costs</u> (see note):			N/A	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$972,650	\$	\$972,650
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		\$195,708	\$	\$195,708
Administrative Cost Calculation					
Enter the total grant amount requested:					\$972,650
Percentage limit on administrative costs established for the program (5%):					× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:					\$48,632

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #7—Payroll Costs (6100)				
County-district number or vendor ID: 029901			Amendment # (for amendments only):	
Employee Position Title			Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded
				Grant Amount Budgeted
Academic/Instructional				
1	Teacher			\$
2	Educational aide			\$
3	Tutor			\$
Program Management and Administration				
4	Project director (required)		1	\$50,000
5	Site coordinator (required)		6	\$240,000
6	Family engagement specialist (required)		1	\$42,000
7	Secretary/administrative assistant			\$
8	Data entry clerk			\$
9	Grant accountant/bookkeeper			\$
10	Evaluator/evaluation specialist			\$
Auxiliary				
11	Counselor			\$
12	Social worker			\$
Education Service Center (to be completed by ESC only when ESC is the applicant)				
13	ESC specialist/consultant			\$
14	ESC coordinator/manager/supervisor			\$
15	ESC support staff			\$
16	ESC other			\$
17	ESC other			\$
18	ESC other			\$
Other Employee Positions				
19	Bus Driver			\$44,800
20	Food Service Worker			\$12,682
21	Title			\$
22	Subtotal employee costs:			\$389,482
Substitute, Extra-Duty Pay, Benefits Costs				
23	6112	Substitute pay		\$
24	6119	Professional staff extra-duty pay		\$161,000
25	6121	Support staff extra-duty pay		\$
26	6140	Employee benefits		\$146,829
27	61XX	Tuition remission (IHEs only)		\$
28	Subtotal substitute, extra-duty, benefits costs			\$307,829
29	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$697,311

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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On this date:

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 029901		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	YMCA—process, curriculum, and employees	\$141,400
2	Program Evaluator—complete required evaluation process	\$15,000
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$156,400
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$
(Sum of lines a, b, and c) Grand total		\$156,400

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 029901		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$108,339
Grand total:		\$108,339

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 029901		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form.	\$
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing. Specify purpose:	\$
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines.	\$
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires authorization in writing.	\$
Subtotal other operating costs requiring specific approval:		\$
Remaining 6400—Other operating costs that do not require specific approval:		\$10,600
Grand total:		\$10,600

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 029901			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment, furniture, or vehicles				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$
Grand total:				\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds					
County-district number or vendor ID: 029901			Amendment # (for amendments only):		
Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.					
Total enrollment:			3458		
Category	Number	Percentage	Category	Percentage	
African American	98	2.84%	Attendance rate	95.58%	
Hispanic	2154	62.34%	Annual dropout rate (Gr 9-12)	1.1%	
White	793	22.95%	Students taking the ACT and/or SAT	33.25%	
Asian	166	4.80%	Average SAT score (number value, not a percentage)	1380	
Economically disadvantaged	2358	68.25%	Average ACT score (number value, not a percentage)	18.8	
Limited English proficient (LEP)	511	14.79%	Students classified as "at risk" per Texas Education Code §29.081(d)	58.23%	
Disciplinary placements	91	3.65%			
Comments					
Demographic information is reflective of the campuses and grade levels that will be served by the TACE. Because the proposal does not include high school students, the demographic information for those students is not included. Our students are mostly Hispanic with nearly 15% identified as limited English proficient. The students to be served are lacking resources to be academically successful. The majority are economically disadvantaged and academically at risk. Many of our students do not have food at home for nutritious meals, never travel more than 30 miles from home, and do not have the opportunity to gain educational experiences that promote academic success. The school district becomes the provider of meals and appropriate educational experiences in addition to providing instruction in grade level objectives. The students do attend school regularly and are present to receive the benefit of the scholastic program; however, their needs outdistance what can be provided in the regular school day.					
Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.					
Category	Number	Percentage	Category	Number	Percentage
African American	7.3	3.21%	No degree	10.6	4.66%
Hispanic	44.4	19.52%	Bachelor's degree	190.4	83.69%
White	155.3	68.26%	Master's degree	22.9	10.07%
Asian	1	.44%	Doctorate	0	0%
1-5 years exp.	57.2	25.14%	Avg. salary, 1-5 years exp.	40508	N/A
6-10 years exp.	42.5	18.68%	Avg. salary, 6-10 years exp.	43491	N/A
11-20 years exp.	59.4	26.11%	Avg. salary, 11-20 years exp.	51488	N/A
Over 20 years exp.	29.3	12.88%	Avg. salary, over 20 years exp.	54079	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 029901

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	160	311	392	357	403	351	333	371	390	390					3458
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	160	311	392	357	403	351	333	371	390	390					3458

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Schedule #13—Needs Assessment

County-district number or vendor ID: 029901

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs and resources. Needs are defined as the area, or gap, between current and the desired result. Describe the process for objectively assessing the needs and resources for this program, including a description of the process for prioritizing multiple needs and aligning proposed activities to meet the needs, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The discussion about the need for an after school program began among superintendents of the Golden Crescent region of Texas prior to the beginning of the 2015-16 school year. This group of educational leaders were involved in the examination of data and the development of plans for the school year. The Calhoun County ISD Superintendent returned from the superintendent's meeting and informed his staff to remain watchful for the posting of a Cycle 9 grant because he felt a more robust after school program could be a vehicle for meeting student needs. As is the normal progression of events, a comprehensive needs assessment was completed for each campus and district. For the specific purposes of this grant application, data was collected from the published district and campus comprehensive needs assessments, the district and campus improvement plans, TAPR and PBMAS reports, and PEIMS data.. Additionally, specific information was gathered from district administrators and principals and the current after school program partner, the YMCA, which included information from parents and the community. In our area of the state there is a single entity with the means to partner with the school districts in the provision of an after school program, the YMCA. Because we are smaller districts located more than 50 miles from major cities, we have access to a limited amount of help. Calhoun County currently partners with the YMCA and has a small after school program in place that charges a weekly tuition. The YMCA is a powerful asset that is not being used to its full potential.

Principals and district administrators from both Calhoun County and Bloomington ISDs as well as our community partner came together to discuss the identified assets and needs and to prioritize the needs. The meetings were facilitated discussions designed to both provide and gather information. The current director of the local YMCA has a long history of service in the vicinity and brings a wealth of information and community knowledge.

Each district determined that facilities were available to host a TACE center; however, parents were not able to pay tuition for their students to attend. All districts involved serve a population of at least 60% economically disadvantaged children. Additionally the parents do not have transportation to pick their children up from school. The districts determined that the assets were available to transport the students home in the evening. Anecdotal evidence indicates that children currently do not benefit from supervision during the after school hours that promotes homework completion or academic growth and in several cases does not include proper safety and guidance. Campus administrators also agreed that many students lack access to nutritious meals outside school. However, the greatest need identified by all stakeholders was improved academic achievement for all students. Daily we as educators serve a group of students who have never traveled more than 30 miles away from their home. The school is the sole provider of educational experiences, and we need more time with our students. The discussion was punctuated with multiple expressions of agreement concerning student's needs. For example, one principle stated he felt his students demonstrated a great need for additional math instruction. Before he could finish his sentence two other principals and a district administrator were also commenting and agreeing with his statement.

At the conclusion of the discussions, everyone agreed that an expanded after school program would meet many of the needs facing our students. A community asset is in place to be able to offer an after school program and the needed facility and transportation pieces are available. First and foremost a TACE program would provide the vehicle to meet the academic needs of the students thus decreasing grade retention and increasing college and career readiness. Additionally, the format of the Cycle 9 grant provides a vehicle for touching the family and creating lasting improvement by building the family's ability to help their students.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 029901

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List the five highest-priority "Identified Needs", in order of importance with 1 being the highest level of importance, that the needs assessment process produced. Describe how this proposal would effectively address the need and attain the desired result, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Increase student academic achievement	1. Provide specific, targeted instruction to address identified areas of need 2. Provide additional time for students to engage academic content and strategies 3. Provide reinforcement activities to supplement and apply content instruction
2.	Improve student behavior	1. Provide targeted instruction to address social skills 2. Provide access to adult role models/mentors 3. Provide opportunity to practice social skills in an environment that is designed to support appropriate behavior 4. Provide security and sustenance needs for students to increase confidence and reduce the need to act out to receive attention
3.	Improve promotion rates/career readiness	1. Provide specific, targeted instruction to address identified areas of need thus allowing students to meet grade level requirements 2. Provide access to adult role models/mentors 3. Provide summer activities and instruction to reduce the summer loss of knowledge and skills 4. Provide activities to connect students with job skills training and job opportunities available in the public school
4.	Increase attendance rates	1. Provide student-friendly enrichment activities purposefully designed to appeal to students and to encourage participation 2. Provide access to adult role models/mentors 3. Provide transportation to home from the TACE
5.	Improve family literacy rates	1. Provide regular family activities that encourage parental involvement in the student's academic/school life 2. Provide direct instruction for parents regarding how to help their child(ren) succeed in school 3. Include parents in the creation of activities for TACE

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Schedule #14—Management Plan				
County-district number or vendor ID: 029901			Amendment # (for amendments only):	
Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
#	Title	Desired Qualifications, Experience, Certifications		
1.	Project Director	Not named; Experience in education or related field; experience in program development, management, and evaluation; experience in budget development and management; strong communication, organization, and interpersonal skills; bachelor's degree preferred		
2.	Site Coordinator(s)	Not named; Experience in education or related field; experience in program and staff management; possess positive community relationships and knowledge of community; bilingual (Spanish) preferred		
3.	Family Engagement Specialist	Not named; Experience in education or family support services, able to communicate well in Spanish and English; strong interpersonal skills, possess positive community relationships and knowledge of community; adaptable to flexible work hours and multiple job sites		
4.	Evaluator	Not named; Experience as a program evaluator; preferred experience as a TACE evaluator and/or other federal grant programs; bachelor's degree		
5.				
Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
#	Objective	Milestone	Begin Activity	End Activity
1.	Hire project personnel	1. Finalize job descriptions	06/06/2016	06/10/2016
		2. Advertise positions	06/13/2016	07/15/2016
		3. Hire Project Director	07/18/2016	08/08/2016
		4. Hire Family Engagement Specialist	08/01/2016	08/08/2016
		5. Hire Site Directors	08/01/2016	08/08/2016
2.	Refine initial project plan	1. Establish District Oversight Committee	08/01/2016	08/05/2016
		2. Review grant plan as written	08/08/2016	08/19/2016
		3. Review/update goals; develop activities	08/08/2016	08/19/2016
		4. Plan staff development	08/22/2016	09/02/2016
		5. Plan family engagement activities	08/22/2016	07/31/2017
3.	Communicate plan to stakeholders	1. Distribute press release to local media	07/18/2016	07/22/2016
		2. Create electronic postings on website, Facebook, ...	07/25/2016	07/31/2017
		3. Develop Policies & Procedures/Parent Handbook	08/08/2016	08/19/2016
		4. Write & distribute letter to parents	08/10/2016	08/26/2016
		5. Make personal contact with targeted students	08/22/2016	09/06/2016
4.	Open TACE	1. Complete Site Safety Self-Assessment	08/22/2016	08/26/2016
		2. Obtain necessary initial materials	08/22/2016	09/16/2016
		3. Complete activity plans	08/22/2016	07/31/2017
		4. Enroll students	08/22/2016	07/31/2017
		5. First Day of Program—hooray!	09/06/2016	09/06/2016
5.	Evaluate Program	1. Create activity surveys	09/06/2016	07/31/2017
		2. Review data from surveys	09/06/2016	07/31/2017
		3. Modify activities as needed	09/06/2016	07/31/2017
		4. Repeat evaluation cycle	09/06/2016	07/31/2017
		5.	XX/XX/XXXX	XX/XX/XXXX
Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.				

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 029901

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Student progress is measured daily and weekly for all students by each teacher using teacher made assessments and district curricular materials as well as electronic programs such as iStation and SuccessMaker . Students in grades K-5 have a folder that goes home each day containing information about grades, progress, and behavior. Parents/guardians sign and return the folder. All parents have access to student grades and attendance information through an online parent portal that provides real time grade, assignment, and attendance data. At the end of each grading period student progress is measured in the core subjects through the use of curriculum based assessments designed to test the TEKS that were taught during the grading period. The results of these assessments are analyzed by district and campus personnel. Central office administrators meet individually with principals to discuss results. The principals then work with teachers through grade level and departmental teams. Through this process, adjustments are made to sequencing and instruction to meet the needs of the students as indicated by their performance. Additionally, STAAR formatted assessments are used to collect data concerning students probable success on the state mandated tests, and the STAAR test is given as prescribed by state law. Students in grades K – 2 are assessed using TPRI. PEIMS is used to collect, organize, and submit district demographic, scheduling, attendance, completion, and budget data. The proprietary programs Eduphoria and OnData Suite are used to organize and access the PEIMS data. Information from the afterschool program will be organized and evaluated as prescribed by TEA and the TACE guidance materials. An evaluation timeline will be established, data will be collected, and results will be analyzed and shared with all stakeholders. The project director and site leaders will be responsible for working together with the remaining staff to update and adjust plans as needed to best serve the students and families.

Part 4: Sustainability and Commitment. Describe any existing or planned efforts that are similar or related to this proposal. How will the applicant coordinate with these efforts toward maximizing the effectiveness of grant funds and build sustainability over time? How will you build long-term support and commitment from partners in these efforts and other partners over time? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Calhoun County ISD in partnership with the YMCA has a limited, tuition-based afterschool program available at two elementary schools. This program currently serves about 45 students and offers homework help and enrichment activities. A partnership has existed for the past 17 years between the YMCA and the ISD and has included different activities including summer activities at various school sites over that time. In Calhoun County the YMCA has recently renovated an old WalMart building as a new and updated facility. A community group organized to support the YMCA in this effort. Bloomington ISD and Calhoun County ISD are adjacent districts and served by the same YMCA group which is based in Victoria. Student needs are growing and outdistancing the program currently in place. This proposal is designed to allow the districts to implement a larger, more robust program to meet the growing student needs at the same time that the YMCA is benefitting from local publicity. The two events together will provide the opportunity to continue to share with the community the positive results of an afterschool program and the benefits of investing in these services to our students. As small communities any activity related to the children is newsworthy. Through the continued spread of information to the community further support will be generated. TACE staff will be tasked with sharing weekly news bulletins just as the other campus and departmental leaders do. The district superintendents then share that information with stakeholders and in various community groups to organically grow support for the schools and the students. The afterschool program will be an integrated part of that process.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 029901

Amendment # (for amendments only):

Part 1: Evaluation Design. List the research methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Activity Surveys Administered	1.	Surveys created and distributed to participants (students and families)
		2.	Surveys completed and returned
		3.	Survey responses tabulated
2.	Student Achievement Data Review	1.	Student day time class grades reviewed
		2.	Student performance on district assessments reviewed
		3.	Student performance on state assessments reviewed
3.	Student Enrollment/Attendance Data Review	1.	Enrolled students counted
		2.	Student attendance rate tabulated
		3.	Program capacity evaluated
4.	Activity Cost/Benefit Analysis Completion	1.	Cost of activity determined
		2.	Impact of activity measured
		3.	Cost and impact plotted on 2 axis grid
5.	Family Participation Data Review	1.	Participating family members counted
		2.	Rate of family return participants calculated
		3.	

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How will findings be used to refine, improve, and strengthen the program? How will findings be made available to the public? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Site Director will lead the process of data collection. She or he will interact regularly with the daytime campus staff and gather student performance, discipline, and attendance data from the appropriate personnel. Our number one goal is to improve student academic performance. To do that we must target tutoring and enrichment activities to the specific needs of the students. The Site Director will gather student level performance information from the regular classroom teacher for the TACE participants. The areas of need will be determined and the tutoring and enrichment activities will be created to address those areas. As the program continues, student performance data will also indicate the effectiveness of the tutoring and enrichment activities. TACE site staff will use classroom grades, district assessment performance, and state assessment data to guide the tutoring and enrichment activities. Student promotion data will be another summative measure of academic achievement. We want all TACE participants to master grade level objectives and move to the next grade level.

Daily attendance information will be collected to correlate after school program attendance with day time attendance. We will always verify the whereabouts of students who are absent from the TACE. Student attendance is another measure of the impact of the afterschool program. We want to operate our sites at capacity so that the greatest number of students possible can benefit from the grant program. Family member presence at the designated family engagement activities is also a key measure of the program design and implementation. We want families to attend multiple events; so we will measure return participation rate as well as the overall number of attendees. Students and families often indicate their satisfaction with a program by their attendance and participation. If this data indicates a problem, the design of the program and activities offered will be assessed and modified as needed.

We want our students to grow and develop personally and socially as well as academically. Therefore, we will include enrichment activities that support the acquisition of social skills. The Site Director will collect student behavior information as a measure of the effectiveness of the social skills instruction. We will count the number of discipline incidents and the daytime teachers assessment of the student. Social emotional growth is more difficult to measure, but without appropriate social skills even a genius has difficulty keeping a job.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 029901

Amendment # (for amendments only):

Statutory Requirement 1: Describe the activities to be funded. Specifically explain the supplemental nature of the activities. Include a description of how students participating in the program will travel safely to and from the center and home. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

ACTIVITIES: The first hour of the program will be dedicated to supplemental, targeted instruction designed to meet the specific needs of the students participating in the TACE. Site coordinators will work with teachers and administrators at the child's home campus to collect exact data concerning the objectives on which the students need additional instruction. Hours two and three of the program will include enrichment activities designed to support the academic needs of the students while also allowing the students a choice. All activities will be designed to supplement the daily instruction provided to the students. Grant funds will only be used for the specific TACE activities. The summer program will follow a similar format with the first hour dedicated to academic instruction; however, the summer program will include four hours of contact allowing for additional and extended enrichment activities that also support social and emotional development. Examples of funded activities include: tutoring by certified teachers; You Be the Chemist science activities; fine arts activities including music, dance, and print art; robotics club; cooking club; book club; sports club using the intramural model of colleges and universities.

TRANSPORTATION: Students will travel to and from the centers via school buses operated by the school districts. Students who attend an after school center that is not their home campus will be transported via school bus operated by the ISD Transportation Department from the day-time campus to the after school center. Students will be taken home from the TACE on the school buses. Routes and drop-off locations will be determined based upon the students' home addresses. For the summer program, students will be picked up by ISD bus drivers in ISD school buses and taken to the TACE. Students will also be provided transportation home at the end of the program day. Summer bus pick-up and drop-off locations will be determined based upon the participating students' addresses. Specific consideration will be given to student ages, home supervision, and route safety.

Statutory Requirement 2: Describe how the eligible entity will disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PARENTS: Information will be sent to parents regarding the TACE in the information packet distributed at the beginning of the school year. This information will contain specific and detailed plans for the center including the enrollment process. Additionally, administrators and teachers will make personal contact through phone calls and conferences with the families of the students who are targeted for inclusion in the TACE. The ISD web page, Facebook, and Twitter accounts will also carry announcements and information about the purpose of and enrollment in the TACE.

STUDENTS: Teachers and administrators will communicate with the students concerning the TACE through morning announcements, posters in the hallways and common areas, and classroom discussions. The goal of these messages will be to create excitement about the TACE and to encourage students to want to participate. Teachers will have personal conversations with the targeted students to explain what activities will be included and the benefits of the programs.

COMMUNITY: An announcement of the TACE program will be made to the local news media: two local newspapers and one local television station. These announcements will be planned to give the purpose of the program; the center locations, and how to find additional information. The goal will be to build community support and partnerships while also spreading the word of a new vehicle available to support our students.

SCHOOL DISTRICT STAFF: District email will be used to provide notification to district and campus administrators and teachers concerning the TACE. Neither of the districts in this application have offered a TACE program before, and the possibilities will be exciting to the staff and specific details will be requested and provided so that ISD staff can serve as liaisons with the community to spread the word about the TACE.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 029901

Amendment # (for amendments only):

Statutory Requirement 3: Describe how the proposed activities are expected to improve campus and student academic achievement, as well as overall student success. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All proposed activities are designed to target identified academic needs. Students will receive tutoring from a certified teacher. The TACE staff will coordinate with the students' home campus to know the specific objectives for which the students need additional instruction. This instruction from a certified teacher is designed to increase academic achievement. Enrichment activities will be created to also support the students' academic needs. Students will have a voice in the enrichment activities, and the center staff will correlate the students' choices with the areas of identified academic need to create the specific programs. Additionally, the enrichment activities will have a social component designed to improve students self-control and personal skills.

For example, robotics club is a popular activity with our students and mathematical reasoning is a skill that needs improvement. Center staff will design activities for the robotics club that are solved using mathematical reasoning. The students will work together as a team practicing communication and cooperation while strengthening their mathematical reasoning. The students are playing with the robot and gaining important academic and social skills in the process.

Statutory Requirement 4: Identify the federal, state, and local programs that will be coordinated with the proposed program and explain how the proposed coordination makes the most effective use of public resources. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Title I, Title III, and Title IV are federal programs currently in place that support student growth and development. These programs will continue. They provide support staff, training, and specific materials that will continue to be used by the campuses. In many cases these federal funds have purchased computer programs that are used by students to overcome areas of weakness and to allow acceleration. The TACE will also be able to use these programs to benefit the after school and summer participants. Programs such as SuccessMaker and Waterford address reading and math skills through assessment, targeted instruction, and evaluation and will be used both during the day, after school, and during the summer. The support staff provided by federal funds will also be involved in the identification of targeted students as well as the identification of specific learning objectives that need to be addressed by TACE.

The currently existing local after school program will provide the spring board to be able to offer a more robust and farther reaching after school program while adding the summer component. Currently students participate in local enrichment programs such as choir or after school tutoring or robotics club; they will continue to participate in these programs and will have access to an even greater menu of enrichment items and a greater number of days for tutoring. The local districts will provide facilities for use by the TACE and the infrastructure of the current transportation programs to ensure that students can attend and return home safely.

The District Oversight Committee (DOC) and Site Oversight Committee (SOC) will be responsible for identifying areas of possible coordination and working to maximize the use of existing resources in coordination with grant funding.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 029901

Amendment # (for amendments only):

Statutory Requirement 5: Describe how the activities will meet the measures of effectiveness described in the authorizing statute. Specifically describe: 1) how the proposed activities are based on an objective set of measures designed to increase high-quality academic enrichment opportunities; 2) references to evidence-based research that supports the design of the program or activity; and 3) a summary of the plan to collect local data for continuous assessment and local program evaluation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Grant funds are being requested specifically to improve student academic performance, increase grade level promotion, decrease incidences of misbehavior, increase attendance, and promote family literacy. The needs assessment undertaken for this proposal simply reinforced the necessity for interventions for our students.

ACADEMIC IMPROVEMENT: Student performance on state mandated tests, district developed tests, and teacher made tests all highlight a need for targeted, academic intervention. In order to maximize improvement for each individual student, instruction must be targeted to the child's areas of weakness. The first activity planned is tutoring with a certified teacher. This tutoring will address the child's specifically identified needs much like an IEP does for a student who qualifies for special education services. Needs are identified, instruction is planned, learning is evaluated, and the plan is revised as necessary. Tutoring under this model is directly tied to increased academic achievement. (UDE, 2009, "Using Student Achievement Data to Support Instructional Decision Making") Students who improve academically and master grade level objectives are promoted to the next grade level and demonstrate academic growth on local and state assessment.

BEHAVIOR IMPROVEMENT: One interesting facet of student misbehavior in school, is that inappropriate classroom behavior often masks poor academic skills. Succinctly stated it is often better to be bad than dumb in the world of our students. Following that same idea, improved academic skills then reduces the need for a student to act out in the classroom. He or she can successfully take part in the academic program without fear of embarrassment or failure. In this scenario, improving academic skills through individual and small group tutoring also has the effect of improving student behavior. However, not all behavior is a cover for lack of achievement. Students also need direct instruction and practice with appropriate social skills. Because this is also an identified need, enrichment activities are planned for all TACE. These enrichment activities will support the needed academic skills and will teach social skills such as teamwork, communication, problem solving, and determination. Students will participate in activities of their choice and will learn to give and receive complements as well as criticism, to be a leader and a team member, to share ideas and to listen to ideas, to agree and to disagree appropriately. All of these are skills identified in the Boys Town Social Skills curriculum as contributing to success in school and life.

ATTENDANCE IMPROVEMENT: A single caring adult can change a child's life. Through the TACE, students will be a part of a program that includes adults who will provide a positive, caring environment. Through these mentors and teachers, student will be able to build relationships that can provide that positive impact. Much of Phil Schlechty's research has centered around the need for students to be engaged in their work and the behaviors students exhibit when they are engaged. The TACE activities will be built on the characteristics of engaging working so that the students will then put forth greater effort and a greater desire to be in attendance.

IMPROVED FAMILY LITERACY: A key need identified was the lack of an adult in the home who could provide the needed academic support for students outside of school hours. Many parents do not have the skills to be able to help their students with homework or school projects. The parents and care-givers need the opportunity to gain knowledge and skills so that they can help their students. The Family Literacy component including regularly scheduled parenting seminars and modeling/mentoring for parents by TACE staff will improve the parents' competence in helping their child(ren).

All activities are targeted to meet the specific identified needs of the participants with the goal of increasing academic achievement and school success. The actions are based upon best practices for instruction and student improvement.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 029901

Amendment # (for amendments only):

Statutory Requirement 6: Describe the partnership between local educational agencies, community-based organizations, and other public or private entities in carrying out the proposed program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☒ **Check this box IF you are applying for priority points** for submitting this application jointly with eligible entities consisting of not less than one local education agency receiving funds under Part A of Title I and another eligible entity.

☐ **Check this box only IF you did not check the box above AND you are requesting that TEA provide the same priority points** because of the applicant's inability to partner with a CBO within reasonable geographic proximity and of sufficient quality to meet the requirements of the grant.

Calhoun County ISD and Bloomington ISD have chosen to enter into an SSA agreement to provide services to their students through TACE. Calhoun County and Bloomington are adjacent districts serving very similar if not identical groups of students. Fewer than 20 miles separates Bloomington and Calhoun County ISDs. Bloomington ISD serves the unincorporated portions of southern Victoria County which shares a border with Calhoun County. Calhoun County ISD serves the entire population of the county including the cities of Port Lavaca, Point Comfort, Port O'Connor, and Seadrift, as well as the unincorporated areas. Neither district is large serving a combined total of about 5000 students in all grade levels pre-K through 12. The businesses in the area support both Calhoun County and Bloomington; the employers are the same for the populations of both districts. Most importantly, the students in both district demonstrate the same needs. Being geographically close together, utilizing the same resources, and exhibiting the same student needs combined to make a partnership advantageous. The use of funds can be maximized by not duplicating administrative costs by providing a single project director, family engagement specialist, and evaluator. Teacher and staff training can be consolidated easily. Specific sites will be provided in both districts so that students maximize time on learning and do not spend time moving from place to place. Parents are also more comfortable when their child(ren) remain within their specific community. Each district will provide the school bus(es) and driver(s) needed for their specific sites. Transportation resources can also be best used when provided by those most familiar with the students and their families. All decisions are made to provide the best service possible to the students.

We will partner with the YMCA, a community based organization, for the provision of afterschool and summer programming. Calhoun County ISD currently partners with the YMCA for the provision of a limited after school program. The YMCA also provides summer programming for the children of the region and has used ISD facilities to do so. We will modify and expand this partnership for the purposes of this grant program. In our area of the state, we have limited partnership opportunities and the YMCA-Victoria office has proven a committed partner to work with us for the benefit of our students. The same YMCA district serves Calhoun County ISD and Bloomington ISD. We have chosen to partner with the YMCA to maximize our resources and to benefit from both the structure and the enrichment curriculum built into the YMCA programs. The YMCA has a long history of providing services to students not just in the Golden Crescent but across our state and country. They have organizational processes in place to safely manage the daily arrival, supervision, and dismissal of students. They operate under licensing regulations designed to protect students. They also have a large, well-developed library of enrichment materials that provide academic support while building social and personal skills of students. Specific to our region, the YMCA has an established relationship with the students and parents. When those assets are paired with the school districts, a powerful force to benefit students and families is created. The school districts will hire the project staff and teacher-certified tutors and partner with the YMCA staff at each site to manage the arrival and dismissal of students and the provision of the enrichment curriculum/activities.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 029901

Amendment # (for amendments only):

Statutory Requirement 7: Based on the community needs assessment in Schedule #13, provide a summary of available resources for each proposed community learning center. Describe how the program proposed to be carried out in the center will address the needs identified through the assessment/evaluation process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

AVAILABLE RESOURCES: Each proposed TACE is an existing school building containing the physical facilities to support an after school and summer program. The schools have cafeterias, libraries, restroom facilities, classroom spaces, outdoor use spaces, and computer labs. They also have the necessary utilities of water and electricity. The schools also have learning materials such as books in the libraries and software on the computers in the labs. Listing these assets seems simple and perhaps overstated, but the availability of a safe physical plant is foundational to being able to provide a TACE. Students must have a place to attend and work, learn and grow. We are fortunate that our school districts are able to provide these locations. Each school district also has a group of certified, professional teachers who can serve as tutors for the students. These men and women have specific training and licensure to teach. A teaching certificate is no guarantee that a person is a gifted educator, but it is a credential utilized by the state of Texas to show participation in a preparation program and training to work with students and to be familiar with the required curriculum. Each site also has at least one if not a team of educational leaders who are tasked with the provision of the day time school program. (The size of the campus determines the number of campus administrators.) The campus administrators are familiar with the students and their families. They know the strengths and weaknesses of the students and are in a unique position to facilitate communication between the program of the home campus and the TACE. The building principals observe in the classrooms and know the curriculum taught and the students' response to the curriculum. They also know the style of each teacher and can match the students' needs to the teachers' strengths. The campus teachers and staff also will identify the targeted students to participate in the TACE. They know the students and families with the greatest needs. They have an existing relationship not only with the children but also with the parents and guardians. These relationships are also communication pathways. The parents know and recognize the name of the principal or the teacher and expect to receive information from them regarding their child(ren) and school progress. Both school districts also have existing transportation departments with buses and licensed drivers. They have planned bus routes and are knowledgeable of the roads and neighborhoods for each district. Because both districts are more rural than urban this knowledge of the community is a powerful resource. We are located on the Texas coast and weather has a profound impact on our lives; a low pressure system located in the Gulf of Mexico can cause flooding of certain roads without rain falling simply by changing tidal patterns. The YMCA is a community asset that complements the school districts. The YMCA is a long-time community organization with a history of providing services to students; unfortunately not all student have had the opportunity to participate in the services due to the cost. The YMCA does have the structure in place to manage the arrival and dismissal of students from the after school and summer program. The YMCA staff are also long-time community residents and have personal knowledge of the area and the stakeholders. They have an institutional knowledge of past programs offered and what has been successful.

NEED: Many resources are in place, but they do not reach the students who are most in need of intervention. We have assets that are not used because the structure and funds to utilize them are not in place. Our students need targeted instruction to increase academic achievement; they need access to certified teachers for an extended period of time and enrichment activities that support academic learning as well as social development. The students attend the schools each day, but at this time the existing resources do not support a targeted, after school tutorial program for an extended number of weeks. The YMCA does have limited after school program available at two elementary schools in Calhoun County ISD, but they are tuition based and beyond the reach of many families and not available at other sites. Grant funds are proposed to be used to provide that specific targeted tutoring coupled with the enrichment activities that will also target the identified academic needs of the students. Coupled with the academic focus, the enrichment activities will also address social and emotional needs of students. When offered as a comprehensive package, students grow academically and are better prepared for promotion within public schools and beyond into college and careers; students attend school regularly and exhibit fewer discipline problems, and families grow in their abilities to help their students.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 029901

Amendment # (for amendments only):

Statutory Requirement 8: Demonstrate how the applicant will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The US Department of Education in 2009 published a work entitled "Using Student Achievement Data to Support Instruction Decision Making" that summarized a body of research and practices that addressed improvements in education possible because of the increased amount of specific achievement data available concerning students and groups of students. Specific, individualized, targeted instruction is one of the techniques included that best increases student performance. That information coupled with the research from Phil Schlechty and Robert Marzano about student engagement and the development of engaging student activities provides the basis to build a powerful program to enhance students' academic performance and increase readiness for postsecondary education and careers. The proposed program is simple and straight forward: utilize data concerning individual student achievement to build specific plans to provide targeted instruction to the identified students. Create activities that are engaging and attractive to students, and utilize both direct instruction and supporting enrichment activities. Build a structure that utilizes the information available from the day time instruction to inform and direct the after school and summer instruction and actions. That is exactly what we plan to do. We see a glaring need of our students for additional, specific instruction to overcome learning deficits. We want to meet those needs and fill the academic learning gaps through instruction and activities that will also positively develop our youth and build those social and personal skills that lead to success as an employee and contributing community member.

Statutory Requirement 9: If the eligible entity plans to use volunteers in activities carried out through the community learning center, describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Specifically address senior volunteers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The ISDs and the YMCA utilize volunteers to support our students. We will incorporate these volunteers in the TACE. All volunteers must meet state of Texas requirements for working with students including background checks and fingerprinting. We recruit volunteers through community partnerships and direct requests to individuals and groups. Targeted recruitment of volunteers does occur to meet specific needs. For example, programming and engineering specialists are asked to work with our robotics clubs; retired teachers are asked to work with our elementary struggling readers, and young professionals in our local petro-chemical plants are asked to serve as tutors for high school math students. Each volunteer is asked to serve as a mentor and life-coach supporting positive social and personal skills of the students. Senior volunteers are particularly desired. We maintain relationships with the Human Resources Departments of our local industry and through them can reach out to individuals who have recently retired and would be willing to serve as volunteer tutors and mentors.

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Amendment # (for amendments only):

Statutory Requirement 10: Describe the preliminary plan for how the community learning center will continue after funding under this program ends. Include the strategies and resources that will be employed, individuals and organizations involved, and an annual timeline for implementing the sustainability plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☐ **Check this box IF you are applying for priority points** for local education agency elected board of education written support for sustainability. Letters must represent a majority of the locally elected board and provide a detailed description of the specific challenges the community faces concerning sustainability and how community and board support will assist local efforts to sustain the program over time. **Letters of support with original signatures AND a list of all elected board members, including those that did not sign or submit a letter, must be attached to this application.**

The Texas Center for District and School Support (TCDSS) has suggestions for building grant sustainability. We will use their suggestions in building/clarifying our sustainability plan. Each site will collect data on the level of implementation of each of the planned areas/activities. Areas that have been implemented with fidelity will then undergo further evaluation including a cost/benefit analysis. Activities will be plotted on a two-axis matrix showing least to greatest student impact and low to high cost. Areas showing little or no student impact will not be continued. Areas showing high student impact will then be considered for continuation. The District Oversight Committee (DOC) will take the data and make recommendations regarding the use of both grant and local resources. This process will begin with the first semester of grant implementation and will continue throughout the TACE program's life. The goal will be to identify those areas and activities that bring the greatest benefit to our students with the most economical use of resources. Throughout the grant program the DOC, campus site-based committees, district and campus administrators, and community partners will be responsible for creating plans to continue the high impact grant activities.

Professional development provided as a part of the grant program will continue to provide benefit after the expenditure of grant funds. Teacher tutors will learn new and better ways to work with individuals and small groups of students. These skills do not disappear when grant funds are no longer available. Additionally, student support materials such as electronic devices or software purchased with grant funds will continue to be available after the conclusion of the funding. Frequently, the cost of sustaining a program is less than the initial cost of implementation.

The sustainability plan begins prior to grant award and continues past the funding. The evaluation process will begin with the first semester of implementation and the DOC will provide recommendations each semester. These suggestions will be used to build the grant continuation applications and to form the after school and summer program that will continue after grant funding is concluded.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 029901

Amendment # (for amendments only):

TEA Program Requirement 1: Community Involvement

Describe your plans to seek continuous feedback and involvement from community stakeholders, including the process for creating and engaging a community advisory council in order to increase program awareness, evaluate program effectiveness, and develop annual program and sustainability plans. A description of the planned membership and participating organizations must be provided.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

ADVISORY COUNCIL: The District Oversight Committee (DOC) will contain at least one representative from each of the community stakeholder groups including parents, business owners, community based organization representatives, city and/or county representative(s). Required members of the DOC will include the TACE Project Director who will act as the committee chair, TACE Site Directors, TACE Family Engagement Specialist, site principals, ISD superintendents or their designee, a teacher representative from each district, and the Program Evaluator. The DOC will meet at least once each nine weeks. They will serve as ambassadors, evaluators, and planners for the TACE. Each site will have a Site Oversight Committee (SOC) that will include the Site Director, campus principal, campus counselor, campus teacher representatives, and site employee representatives. The Project Director and the Family Engagement Specialist will be a part of each SOC. Each SOC will be responsible for gathering and providing information to the DOC.

EVALUATION: Surveys will be used to gather data regarding participant satisfaction with the activities. Each parent/family activity will have an evaluation. Students will provide input about the enrichment activities at least every nine weeks. Surveys will also be used to gather suggestions for future enrichment activities, parent programs, and academic topics. Student voice and choice will be given great consideration and will be an indicator of which activities were truly engaging to participants. Specific student level data will be collected regarding attendance, discipline incidents, grades/student progress, and state assessment results. The data will be used by each SOC to determine the level of implementation of each activity and then the cost to benefit analysis of each activity judged to have been implemented with fidelity. The SOC will compile the matrix showing the spread of activities and will create recommendations for the cessation or continuation of each area and for the addition of new activities.

COMMUNITY AWARENESS: The DOC will be an important part of the information disbursement regarding the afterschool and summer program. The members of the DOC will be privy to specific program plans, information, and results within the guidelines of FERPA. No private, personal student information will be shared. The DOC will then take the knowledge back to their respective group or organization serving as ambassadors to the local groups and the community at large. This is an organic model of message dissemination that lends credence to the data because it is passed from a person judged to be an authority or an expert. Particularly in small communities such as ours, this model is quite effective. Other methods of communication will also be used including local media, school publications, social media sites, and school and campus websites. The DOC will provide guidance and oversight to the entire communications process.

PLAN DEVELOPMENT: The SOC will be responsible for providing information to the DOC. Each SOC will meet weekly to review the program and activities and to make immediate, specific plans for daily operations. The material from the SOC meetings will be compiled and submitted to the DOC which will meet at least each 9 weeks. The members of the DOC will compile and analyze the reports from each SOC. The first task will be to evaluate the current activities and to determine which meet the criteria of high student impact and to make recommendations for continuation or discontinuation. Next, they will make plans and recommendations for future activities. The result will be working documents that each SOC will be able to use to build the specific plan for each site. These results will also inform the completion of continuation applications during the life of the grant cycle and sustainability plans for when grant funding is complete.

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Schedule #17—Responses to TEA Program Requirements

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Amendment # (for amendments only):

TEA Program Requirement 2: Grant Management. Describe your plan to manage the various components of the grant while adhering to all grant requirements and providing high-quality programming for all participants. Specifically describe communication among project staff and the provision of ongoing training and support for all staff. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

GRANT MANAGEMENT: The District Oversight Committee (DOC) will contain at least one representative from each of the community stakeholder groups including parents, business owners, community based organization representatives, city and/or county representative(s). Required members of the DOC will include the TACE Project Director who will act as the committee chair, TACE Site Directors, TACE Family Engagement Specialist, site principals, ISD Superintendents or their designee, a teacher representative from each district, and the Program Evaluator. This group will use the Texas ACE Blueprint, required training, and locally provided training to plan, provide, manage, evaluate, and continue a quality after school and summer program to the targeted students. Each site will be served by a Site Oversight Committee (SOC) which will be responsible for the planning, implementing, and evaluating of the site-specific program. The Site Director will be the chair of the SOC. Recommendations for amendments, grant continuation applications, and sustainability plans will flow from the SOC to the DOC. The DOC will make final decisions and submit the appropriate paperwork to the superintendents via the Project Director. Once the superintendents have given approval, the documents will be submitted to TEA and/or the respective school district Board of Trustees.

COMMUNICATION: All program sites are district campuses. Site Directors will work a full-time schedule of 40 hours per week to allow time for communication between the campus teachers and the TACE employees. The Site Director will be expected to formally meet with the campus principal or designee and the campus counselor weekly during the regular school year and at least once during the summer program. The purpose of these meetings is to facilitate the exchange of information needed to guide the after school program. The normally used methods of communication such as email, face-to-face, text messages, phone calls and meetings will be used between TACE staff and campus teachers to identify the specific areas of instruction needed for tutorials. The Site Director will be responsible for the input of the required TACE data and will coordinate with the campus PEIMS clerk to gather and verify the accuracy of the information. The project staff will be trained to conduct meetings effectively so that they begin and end on time and include an agenda. All project staff will also be trained in appropriate communication with parents and visitors. First-class customer service is a requirement for all staff. Parents and visitors must be welcomed and greeted warmly and politely; students must be treated respectfully, and co-workers must be treated considerately.

ONGOING TRAINING AND SUPPORT: All TACE training will be attended as required. The TACE staff will utilize the Texas ACE Blueprint and the abundant guidance and examples that are provided within that document and the Texas ACE website. All research has indicated that the success of the local TACE program is directly related to the quality of the Project and Site Directors. These individuals will be included in district staff development and will be provided with specific training to meet identified needs. The Project Director will in turn facilitate training for Site Directors and with their help provide professional development for TACE employees with the goal of creating Professional Learning Communities of the TACE site staff. This project is designed to work with the students who exhibit the greatest needs; therefore, the teachers and staff must have the skills necessary to manage behavior, give instruction, and engage students. The SOC is comprised of site staff and campus staff who will work together to identify areas of professional development and growth and then create the plan to provide that training in the most effective format.

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Schedule #17—Responses to TEA Program Requirements (cont.)				
County-district number or vendor ID: 029901			Amendment # (for amendments only):	
TEA Program Requirement 3: Center Operation Requirements				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
Center Number: 1		Center Name: HJM Elementary School		
9 digit campus ID#	029901101	Distance to Fiscal Agent (Miles)	.1	
Grade Levels to be served (PK-12)	1-5			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
			Total	
Number of Regular Students (attending 45 days or more per year) to be served:			75	
Number of Adults (parent/ legal guardians only) to be served:			25	
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
9 digit Campus ID #				
District Name (if different)				
Distance to Center				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.				
Center Number: 2		Center Name: JR Elementary School		
9 digit campus ID#	029901102	Distance to Fiscal Agent (Miles)	1.8	
Grade Levels to be served (PK-12)	1-5			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
			Total	
Number of Regular Students (attending 45 days or more per year) to be served:			75	
Number of Adults (parent/ legal guardians only) to be served:			25	
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
9 digit Campus ID #				
District Name (if different)				
Distance to Center				
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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 029901		Amendment # (for amendments only):	
TEA Program Requirement 3: Center Operation Requirements			
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			
Center Number: 3	Center Name: Travis Middle School		
9 digit campus ID#	029901043	Distance to Fiscal Agent (Miles)	.7
Grade Levels to be served (PK-12)	6-8		
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
			Total
Number of Regular Students (attending 45 days or more per year) to be served:		65	
Number of Adults (parent/ legal guardians only) to be served:		20	
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3
9 digit Campus ID #			
District Name (if different)			
Distance to Center			
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.			
Center Number: 4	Center Name: Seadrift School		
9 digit campus ID#	029901107	Distance to Fiscal Agent (Miles)	18.6
Grade Levels to be served (PK-12)	1-8		
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
			Total
Number of Regular Students (attending 45 days or more per year) to be served:		50	
Number of Adults (parent/ legal guardians only) to be served:		20	
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3
9 digit Campus ID #			
District Name (if different)			
Distance to Center			

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 029901		Amendment # (for amendments only):	
TEA Program Requirement 3: Center Operation Requirements			
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			
Center Number: 5	Center Name: Bloomington Elementary		
9 digit campus ID#	235901101	Distance to Fiscal Agent (Miles)	19.3
Grade Levels to be served (PK-12)	1-5		
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
			Total
Number of Regular Students (attending 45 days or more per year) to be served:			50
Number of Adults (parent/ legal guardians only) to be served:			15
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3
	Placedo Elementary		
9 digit Campus ID #	235901102		
District Name (if different)	Bloomington ISD		
Distance to Center	5.1 miles		
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.			
Center Number: 6	Center Name: Bloominton Middle School		
9 digit campus ID#	235901041	Distance to Fiscal Agent (Miles)	16.7
Grade Levels to be served (PK-12)	6-8		
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
			Total
Number of Regular Students (attending 45 days or more per year) to be served:			20
Number of Adults (parent/ legal guardians only) to be served:			5
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3
9 digit Campus ID #			
District Name (if different)			
Distance to Center			

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Schedule #17—Responses to TEA Program Requirements (cont.)				
County-district number or vendor ID: 029901		Amendment # (for amendments only):		
TEA Program Requirement 3: Center Operation Requirements				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
Center Number: 7		Center Name:		
9 digit campus ID#		Distance to Fiscal Agent (Miles)		
Grade Levels to be served (PK-12)				
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
				Total
Number of Regular Students (attending 45 days or more per year) to be served:				
Number of Adults (parent/ legal guardians only) to be served:				
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
9 digit Campus ID #				
District Name (if different)				
Distance to Center				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.				
Center Number: 8		Center Name:		
9 digit campus ID#		Distance to Fiscal Agent (Miles)		
Grade Levels to be served (PK-12)				
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
				Total
Number of Regular Students (attending 45 days or more per year) to be served:				
Number of Adults (parent/ legal guardians only) to be served:				
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 029901					Amendment # (for amendments only):				
TEA Program Requirement 3: Center Operation Requirements									
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.									
Center Number: 9		Center Name:							
9 digit campus ID#					Distance to Fiscal Agent (Miles)				
Grade Levels to be served (PK-12)									
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.									
								Total	
Number of Regular Students (attending 45 days or more per year) to be served:									
Number of Adults (parent/ legal guardians only) to be served:									
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.									
		Feeder School #1		Feeder School #2		Feeder School #3		Feeder School #4	
Campus Name									
9 digit Campus ID #									
District Name (if different)									
Distance to Center									
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.									
Center Number: 10		Center Name:							
9 digit campus ID#					Distance to Fiscal Agent (Miles)				
Grade Levels to be served (PK-12)									
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.									
								Total	
Number of Regular Students (attending 45 days or more per year) to be served:									
Number of Adults (parent/ legal guardians only) to be served:									
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.									
		Feeder School #1		Feeder School #2		Feeder School #3		Feeder School #4	
Campus Name									
9 digit Campus ID #									
District Name (if different)									
Distance to Center									

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 029901

Amendment # (for amendments only):

TEA Program Requirement 3a: Center Operations, Program Coordination. Describe how the program will coordinate with schoolwide programs under ESEA Section 1114 and state compensatory education programs under Texas Education Code, §29.081. Explain how the program will coordinate to identify and recruit students who are most in need of academic assistance and the plan for retaining those students in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PROGRAM COORDINATION: All campuses included in this grant request are served with Title 1, A Schoolwide programs. Coordination of services between the campus and the TACE will be a coordination of federal and grant programs. To be more specific, supplemental services provided to students during the school day will continue, and each campus will continue to provide a schoolwide program including all 10 required components. The TACE will utilize the data from those interventions to inform and direct the tutorial and enrichment services provided after school and during the summer. Exact programs will not be duplicated, but pieces and parts of programs could be shared between the day campus and the TACE. For example, if a student participates in a daily remediation schedule which includes small group instruction and reinforcement with the SuccessMaker program, the student might also use the SuccessMaker program in the afterschool program particularly if information from the day program indicates that the student could benefit from extended time working in SuccessMaker. Further coordination will occur with the family engagement offerings of the Title 1, A and the TACE programs. The family engagement paraprofessionals employed by the ISD will work with the Family Engagement Specialist hired as a part of the TACE. The current family engagement paraprofessionals will utilize the relationships they have built to help promote the TACE offerings. The Title 1, A program and the TACE will also work together for certain joint endeavors which could include special guest speakers or campus-wide happenings. Compensatory Education Funds (SCE) will also continue to be used to serve the identified at risk students on each campus. The SCE programs will work in conjunction with the TACE in much the same manner as the Title 1, A programs. Student progress in an SCE program will factor into the program offered through TACE.

STUDENT RECRUITMENT: The TACE is designed to serve the neediest students on the campus. Because all campuses are Title 1, A schoolwide programs, the TACE students will be Title 1, A students. One of the main identifiers for students in need of additional assistance through TACE is student performance on state, district, and campus assessments. These factors are also determinants of at risk status. Therefore, many of the students identified as priority participants in TACE will also be identified as students at risk.

Student identification for TACE will utilize the Response to Intervention model. Students who are not successful academically as evidenced by their STAAR scores, district curriculum assessment scores, and/or classroom grades will be targeted for further intervention. Those interventions could include specific day time helps funded through Title 1, A or SCE; they could also include TACE. Because the afterschool program is designed to first and foremost provide academic intervention, the students who demonstrate the greatest academic need will have the highest priority. Other factors that will be considered for the TACE students will be the availability of academic help and supervision outside of the school day and the need for additional time to be able to master grade level objectives. If space remains after serving the students with the greatest academic needs, students with behavioral needs will be addressed. Quite often these needs go hand-in-hand; therefore, we believe some if not most of the students with behavioral or social needs will also be the students with academic needs. If all targeted students are being served and space remains, the TACE will be open to students whose families desire a safe afterschool program that will support student growth and development.

STUDENT RETENTION: Each of the activities incorporated in the TACE will be designed with the characteristics of engaging lessons. (Schlechty, *Working on the Work*) Students who are engaged choose to remain involved and expend personal time and energy on the activity. Engaging activities will be the first tool of retention. Next will be the individual attention available to the students. The YMCA as a licensed agency must meet guidelines for staff to student ratios that allow for personal attention and relationship development with a caring adult. Also, one of the communication rules is respectful treatment of all students. The TACE will provide an environment in which students are valued. The families of the TACE students will also be involved in regular activities. Data from prior cycles of the 21st Century Grant have indicated that students whose families participate are much more likely to remain engaged in the TACE offerings.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 029901	Amendment # (for amendments only):
<p>TEA Program Requirement 3b: Center Operations, Staffing and Schedule. Describe and explain the planned operating and staffing schedule for each center. Include total number of weeks and hours per week per center for the regular school year as well as the required six-week minimum summer programming. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.</p> <p>All TACE centers will provide at least 12 hours of service each week for 32 weeks during the traditional school year and sixteen hours per week for six weeks during the summer.</p> <p>School Year Operating Schedule</p> <p>1st hour—Direct targeted instruction designed to meet the students' specific needs and provided by certified teachers with a ratio not to exceed 10 students per teacher with the goal of much smaller numbers of students per teacher. Students will be grouped based upon identified need(s). Tutoring groups will be mixed grade levels so that the teacher can target the specific objective and students can have opportunity to fill gaps in their learning.</p> <p>2nd and 3rd hours—Students will be provided a meal. We recognize that many of our students do not have access to adequate or nutritious foods away from school; therefore, we will work with our Child Nutrition Departments to provide a dinner meal. Targeted enrichment activities will also be provided. Students will have voice in the activities which will be designed to reinforce the identified academic objectives. Enrichment activities for students up to grade 5 will have a 15 to 1 student to staff ratio and for students in grades 6-8 will have a 22 to 1 student to staff ratio with the caveat that no staff member will ever be left completely alone with a group of students. Each site will have at least two employees present at all times.</p> <p>Summer Operating Schedule—4 Day Weeks</p> <p>Students will be provided breakfast and lunch during the summer program. The meals will be the first and last activity of each day.</p> <p>1st hour—Direct, targeted instruction designed to meet the students' specific needs and provided by certified teachers. The tutoring ratio for the summer will not exceed 15 students to 1 staff member. Flexible grouping will be used to target specific objectives and to meet the individual needs of the students.</p> <p>2nd – 4th hours—Enrichment activities and physical activity. Each day will include a minimum of 30 minutes of vigorous physical activity as well as targeted enrichment activities. Student to staff ratios will mirror the school year program.</p>	
<p>TEA Program Requirement 3c: Center Operations, Safety. Describe the plan for ensuring the safety of all program participants and staff in the program at all times. Include the procedures for sign-in and sign-out for all students at each center and adjunct site. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.</p> <p>Each TACE site will utilize the Safety Self Analysis available in the Texas ACE Blueprint. The results of the Analysis will determine any specific actions needed but not included in this paragraph.</p> <p>Students will arrive at the site directly from the campus; therefore, the TACE staff will sign-in and record the attendance for each child. The Site Director will communicate with the campus attendance clerk to verify any absences and to ensure that no student is missing. If a student is absent with no known reason, a call will be made to the parent or guardian within the first 30 minutes of the program.</p> <p>Students will depart the site via school buses; therefore, the TACE staff will sign-out the students as they leave the program and board the appropriate bus. Bus drivers will be responsible for delivering students to the specified drop-off location. If a bus driver does not believe the student can be dropped off safely, he/she will contact the site director who will contact the parent or guardian for further instructions. We recognize that we will be transporting young children who will arrive at home after the sun has set. Bus stops will be developed and drivers trained to provide a safe drop-off location for our students. If a parent or guardian picks a child up from the center, the parent/guardian will sign out the child. Students will only be released to the individuals whom the parent/guardian have designated as having permission to pick up the child. Students will not be allowed to walk away from the center.</p> <p>All centers will have crisis management plans in place. Protocols for various types of emergencies including weather, intruder, threat, power failure, hazardous spills, and others will be developed and practiced. We are located on the Texas coast where weather can pose a true threat. Parent notification protocols will be developed for use in a situation in which a center must close early in order to not be in the path of a hurricane.</p>	

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 029901

Amendment # (for amendments only):

TEA Program Requirement 4a: Activity Planning, Alignment and Quality. Describe how the program will align all activities with the school day curriculum, expose students to meaningful academic content that supports mastery of the Texas Essential Knowledge and Skills (TEKS), and provide opportunities for youth to practice skills through engaging and interactive activities. Describe the plan for using evidence-based practices and local data to meet student needs and achieve the desired campus and student outcomes. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

ACTIVITY PLANNING: The Site Oversight Committee (SOC) led by the Site Director and including members from both the school campus and the TACE staff will be responsible for planning activities for the students. The goal of the TACE is to increase student academic achievement, increase positive behaviors, increase grade-level promotion, increase attendance rate, and promote family literacy. Each activity will meet at least one of the stated goals.

ALIGNMENT: The SOC will meet weekly to ensure a formal time for the exchange of information between the school day staff and the after school program staff. The Project Director, Site Director, and TACE staff will also use informal communication such as email, phone calls, face-to-face meetings, text messages, and written notes to obtain information. Data that will be shared will include the following: curriculum calendars—the district developed scope and sequence used to guide instruction in the core subjects; attendance data for TACE participants; discipline data for TACE participants; STAAR scores for TACE participants; district developed curriculum assessment scores for TACE participants; classroom grades for TACE participants; relevant health information for TACE participants; promotion/retention data for TACE participants; and relevant family information. Using the response to intervention model, TACE staff will identify the targeted areas of instruction for each student and develop the specific tutorial program for him or her. Students with overlapping needs will be grouped together for tutoring, but the goal is to meet the personal needs of each child. As tutoring proceeds, progress will be measured and updated facts will be gathered and used to inform and guide instruction. Activities that produce no improvement will be discontinued while strategies that provide student growth will be continued. Just as the school day curriculum is aligned with TEKS, the afterschool tutoring curriculum will address the TEKS. The enrichment activities of the 2nd and 3rd hours of the program will be designed to support acquisition of knowledge and skills to meet the needs of the collective group of students. The development of the enrichment activities will follow the strategies for engaging students as found in Phil Schlechty's book *Working on the Work*. Schlechty's premise is that when the work provided to students is engaging, they will devote their time and energy to the task. The adult is responsible for creating the meaningful and engaging work and then facilitating the student's progress. One of the key components of engagement is student choice and voice. The enrichment activities will be based upon students' choices while at the same time providing opportunities for them to master the identified objectives.

OUTCOMES: The impact of each activity will be measured and applied in a cost-benefit analysis to provide data to help formulate future plans and activities. Student achievement data will be continuously gathered to measure the effectiveness of the tutoring program and the enrichment activities. Measures of student engagement including program attendance and behavior will be taken and also applied to an analysis of the benefit of the activity. The SOC will analyze the results of each activity and report the findings to the District Oversight Committee (DOC) who will build the ongoing grant plans and the sustainability plan.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 029901

Amendment # (for amendments only):

TEA Program Requirement 4b: Activity Planning, Meeting Student Needs. Describe how the program will ensure that instruction is adaptable to the academic and developmental needs of students, particularly the individual or small-group instruction needs of students, especially focusing on those students who are at risk of academic failure or dropping out of school. Describe the planned staff to student ratios for the proposed sites and activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

TACE staff will utilize the Four-Component Activity Guide found in the Texas ACE Blueprint for the development of activities for the after school program. The SOC as led by the Site Director will identify needs based upon information received from the student's day time campus and will identify the associated TEKS. The characteristics of engaging lessons as identified by Phil Schlechty in his book *Working on the Work* will also be incorporated into the activities. The critical attributes of engaging lessons also address the specific needs of at risk learners. Students who have not and are not experiencing success in the traditional school program have an increased need for affiliation and personal attention; they perform best in small group or individual instructional settings, and they need to be taught how to learn not just the content. (Freeman, 2005, "Alternative Education Programs") Staff to student ratio for specific, targeted tutoring will not exceed 1 adult to 10 students for all grade levels. For enrichment programs, staff to student ratio for grades 1 – 5 will not exceed 1 adult to 15 students and for grades 6-8 will not exceed 1 staff to 22 students with the requirement that at least two staff members will be present with all groups of students. Staff will also be given the flexibility to move from individual to small group instruction as needed. As teachers, we have learned that the best class size cannot be defined only by number of students but by the response to the students' needs. Therefore, the TACE staff will determine the best group size for the activity and plan appropriately. All activities will address at least one of the activities in the Four-Component Activity Guide.

ACADEMIC ASSISTANCE: Each activity from tutoring to enrichment will be built to address the areas of academic need identified for the participants. The 1st hour of targeted tutoring will directly address the students' identified area(s) of weakness while the following enrichment activities will provide opportunities to apply and support the objectives.

ENRICHMENT: The 2nd and 3rd hours of the program are dedicated to enrichment activities—those exercises that will reinforce the learning objective through application and active participation. Enrichment activities also directly incorporate a social or emotional goal to help students to grow and mature and develop self-direction.

FAMILY AND PARENTAL SUPPORT SERVICES: Family support and literacy services will be directly incorporated into the planned activities. One of the needs identified by the districts is support for family members to learn how to help their students to be successful in school. Cycle 9 provides a focus that aligns directly with that need. The Family Engagement Specialist will work with each SOC to develop offerings to appeal to the families and to build the families' literacy and fluency in the academic realm.

CAREER AND WORKFORCE READINESS: Each activity will include a component of career readiness. We are geographically located in a region that has multiple international companies (Formosa, Ineos, Dow, Braskem, DuPont, Interplast, Caterpillar) that depend upon a skilled workforce. Every day our students and families drive past these plants. We will systematically include career and workforce readiness activities into the enrichment activities to impress upon the students the possibilities that exist to earn a living wage or better within their own community. Tutoring activities are also given greater meaning when the instruction includes a career or workforce application. Because of our local businesses we are in a unique position to partner with them in the provision of career readiness activities and information.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 029901

Amendment # (for amendments only):

TEA Program Requirement 5a: Family Engagement, Family Engagement Specialist. Describe the role of the required family engagement specialist position in providing families with active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Family Engagement Specialist (FES) will work with the current Title 1, A family engagement paraprofessionals to develop relationships with the families of our students and to build programs of interest designed to increase the families ability to help their child(ren) succeed in school. Relationship building will be the first priority as that is the foundation for bringing parents into the school. As the relationship grows and trust is developed, parents will provide information about their wants and needs, and they will be more likely to attend the offerings. The FES will also develop a toolbox of community resources so that he/she can be a support to the families in need. The FES needs to be fluent in both Spanish and English so that he or she can easily interact with our parents.

Based upon the information found in the needs assessment, family literacy is a need in our community. We will begin our family outreach planning to address literacy skills. Our parents do not have the tools to be able to help their students with their homework and with building academic skills. Our parents also do not know how to work within the school system to advocate for their students. Some success is being found with non-English speaking parents in the development of a "Comunitario." A "Comunitario" is a community in which the parents are taught and given information about the school system, state assessments, graduation requirements, and college/career preparation. Parents then have a knowledge base to be able to work with the school staff to help their child(ren).

TEA Program Requirement 5b: Family Engagement, Program Coordination. Describe how the family engagement specialist will coordinate with the project director and site coordinator(s) to recruit participant families and assist in the coordination of family engagement strategies across all centers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Family Engagement Specialist (FES) is a member of the District Oversight Committee (DOC) and will therefore be a part of the information analysis and planning for the entire TACE program. The FES will also report directly to the Project Director and will office from the same location. The Project Director and the FES will be expected to meet face-to-face at least one time each week to review the results of previous activities and make plans for future activities. The FES will be expected to spend the majority of his/her time at the specific TACE centers. He/she will meet weekly with each Site Director and will participate in the SOC meetings for each site at least one time each month. The FES will also coordinate activities with the Title 1, A family engagement paraprofessional on the campuses. The FES will take the lead in building relationships with the family members of TACE participants and in recruiting families whose students are targeted for intervention through the after school program.

The FES will also be responsible for planning the family engagement activities. He/she will utilize the Four Component Activity Guide and the planning tools available in the Texas Ace Blueprint. Building from the information gained from the home campus through the SOC meetings as well as personal communication (email, written notes, phone calls, text messages, face-to-face conversations), the FES will design activities that will encourage family attendance and meet the identified needs. The FES will also facilitate the completion of the evaluation surveys after each family event and will organize and analyze the data to be used in the planning of future events.

The FES will provide the facts regarding the family engagement activities to the Project Director and the DOC.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 029901

Amendment # (for amendments only):

TEA Program Requirement 5c: Family Engagement, Activities. Describe the types of family engagement activities planned, when/where they will be offered, and the identified student and family needs that the activities address. Describe how the planned activities address the needs of working families; provide parents with opportunities for active and meaningful engagement in their children's education; and provide families with opportunities for literacy and related educational development. Describe additional resources that will be used to provide family engagement activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Family Engagement Specialist (FES) will plan and execute a variety of activities designed to meet the needs identified through the needs assessment for this proposal and by the campus leadership.

TYPES OF ACTIVITIES: The initial focus of the activities will be to build family literacy and the parent's ability to help their child(ren) gain academic skills. Sample activities could include 1) Families Read Together—instruction and demonstration of how to read with your child(ren) and ask appropriate questions to build comprehension; 2) Family Reading Night—an overview of the knowledge and skills students learn in reading class and how parents can provide support at home; 3) Share Your Favorite Book—families bring their favorite book and read it aloud to the other participants; 4) Fluency Activities—educators share and demonstrate activities that parents can use at home to build fluency in readers; 5) Community Reading Resources—an overview of the community resources, mainly the library, and how to access and use those resources with your child(ren); 6) School University—an introduction to how schools work and are organized including whom to call for specific information, how to contact the teachers, and how to monitor your child(ren)'s grades; 7) STAAR Information—an overview of the STAAR testing requirements and what students are expected to know. The list of literacy activities could take pages. The process of needs assessment is ongoing, and the identification of other needs will lead to the development of activities to meet those needs. As different activities are offered, parent surveys will be collected, and those offerings that make the greatest positive impact will be continued.

TIMING: Activities will be offered first in the evening to allow parents who work during the day to attend while their students are also involved in TACE activities. However, the employment opportunities in our area include a great many shift workers. The FES will gather information from the parents regarding their availability and will adjust the timing of family activities to best meet the needs of our families. As relationships grow and develop and parents become more familiar and accustomed to attending, some activities will be offered during school hours to connect parents with the staff who work during the day and to teach parents how to work within the school system.

LOCATION: Family engagement activities will be offered at locations that will meet the needs of the parents and the specific program. Many, if not most, activities will be offered on the school campuses at the TACE sites. Because one of the goals is to help parents to know how to advocate for their child(ren) at school, we will offer programs to draw parents in and help them to feel comfortable at the school. Some activities will be offered at a single site but include families from multiple sites. This will happen when an outside speaker or special program is being presented and we want all our families to have the opportunity to benefit from the appearance. Community locations will also be used. For example, when we are explaining the uses of the library, the parents will be invited to the library.

ADDITIONAL RESOURCES: Our Educational Service Center, Region 3, provides resources for parent involvement and will be a good resource for help with program development and resource identification. The FES will also be tasked with working with other community agencies like the United Way to identify places that families can go for help and support.

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 029901			Amendment number (for amendments only):	
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 029901

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 029901

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 029901

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Tuancy

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 029901		Amendment number (for amendments only):		
Barrier: Lack of Support from Parents (cont.)				
#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Shortage of Qualified Personnel				
#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Lack of Knowledge Regarding Program Benefits				
#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 029901

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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Schedule #19—Private Nonprofit School Participation

County-District Number or Vendor ID: 029901			Amendment number (for amendments only):		
Part 1: Private Nonprofit School Contacts. This part is required regardless of whether any private nonprofit schools are participating in the program. For statewide teacher training programs or statewide student instructional programs, refer to the list of private nonprofit school association contacts posted on the Applying for a Grant page.					
Total Nonprofit Schools within Boundary					
Enter total number of private nonprofit schools within applicant's boundary (enter "0" if none): 1					
Initial Phase Contact Methods					
Required if any nonprofit schools are within boundary: Check the appropriate box below to indicate initial phase contact method.					
<input type="checkbox"/> Certified letter		<input type="checkbox"/> Documented phone calls		<input type="checkbox"/> Meetings	
<input type="checkbox"/> Fax		<input type="checkbox"/> Email		<input type="checkbox"/> Other method (specify):	
Total Eligible Nonprofit Students within Boundary					
Enter total number of eligible private nonprofit students within applicant's boundary (enter "0" if none):					
Check box only if there is no data available to determine the number of eligible students: <input checked="" type="checkbox"/>					
Total Nonprofit Participants					
Total nonprofit schools participating: 0		Total nonprofit students participating: 0		Total nonprofit teachers participating: 0	
No nonprofit schools participating: <input checked="" type="checkbox"/>		No nonprofit students participating: <input checked="" type="checkbox"/>		No nonprofit teachers participating: <input checked="" type="checkbox"/>	
Part 2: Consultation and Services. Remainder of schedule, Parts 2, 3, and 4, are required <i>only</i> if private nonprofit schools are participating.					
Participant Consultation: Development and Design Phase Consultation Methods					
Check the appropriate boxes to indicate development and design phase contact methods.					
<input type="checkbox"/> Certified letter		<input type="checkbox"/> Documented phone calls		<input type="checkbox"/> Meetings	
<input type="checkbox"/> Fax		<input type="checkbox"/> Email		<input type="checkbox"/> Other (specify):	
Requirements Considered Per No Child Left Behind Act of 2001 (P.L. 107-110), Section 9501 (c)					
<input type="checkbox"/> How children's needs will be identified					
<input type="checkbox"/> What services will be offered					
<input type="checkbox"/> How, where, and by whom the services will be provided					
<input type="checkbox"/> How the services will be academically assessed, and how the results of that assessment will be used to improve those services					
<input type="checkbox"/> The size and scope of the equitable services to be provided to the eligible private nonprofit school children, and the proportion of funds that is allocated under subsection (a)(4) for such services					
<input type="checkbox"/> The methods or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private nonprofit schools					
<input type="checkbox"/> How and when the organization will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private nonprofit school officials on the provision of services through a contract with potential third-party providers					
<input type="checkbox"/> How, if the organization disagrees with the views of the private nonprofit school officials on the provision of services through a contract, the organization will provide in writing to these officials an analysis of the reasons why the organization has chosen not to use a contractor					
<input type="checkbox"/> Other (specify):					

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #19—Private Nonprofit School Participation (cont.)

County-District Number or Vendor ID: XXXXXX

Amendment number (for amendments only):

Part 3: Services and Benefits Delivery**Designated Places/Sites**☐ Public school☐ Private nonprofit school☐ Neutral site☐ Other (specify):**Designated Times**☐ Regular school day☐ Before school day☐ After school day☐ Summer vacation☐ Other (specify):**Part 4: Selection Criteria/Activity Timeline**

#	Private Nonprofit School Name/ Number of Students and Teachers		Selection Criteria	Major Activities	Activity Begin/ End Date
1	School name:		Activity #1 selection criteria	Activity #1 major activities	Activity #1 begin date
	# of students:	# of teachers:			Activity #1 end date
2	School name:		Activity #2 selection criteria	Activity #2 major activities	Activity #2 begin date
	# of students:	# of teachers:			Activity #2 end date
3	School name:		Activity #3 selection criteria	Activity #3 major activities	Activity #3 begin date
	# of students:	# of teachers:			Activity #3 end date
4	School name:		Activity #4 selection criteria	Activity #4 major activities	Activity #4 begin date
	# of students:	# of teachers:			Activity #4 end date
5	School name:		Activity #5 selection criteria	Activity #5 major activities	Activity #5 begin date
	# of students:	# of teachers:			Activity #5 end date

Part 5: Differences in Program Benefits Provided to Public and Private Schools

Select the one appropriate box below.

☐ There are no differences between the program benefits provided to the public school students and the private school students.☐ There are differences in program benefits to be provided to the public school students and the private school students. (Describe the differences and the reasons for the differences in the space provide below.)

Description of Difference in Benefits		Reason for the Difference in Benefits	
1		1	
2		2	
3		3	
4		4	
5		5	

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